

Name: Max  
Date of Birth: September 9, 1984

Max is a high school junior who has been identified as a student with an emotional disability. He has received special education services since sixth grade. Max has a history of being physically abused by his father. He currently lives with his biological mother and has supervised visitation with his father once a month. Max can be impulsive and oppositional. He exhibits episodes of tremendous anger mixed with periods of extreme depression. Socially he has one good friend but is otherwise a loner. Academically, Max reads at the Essentials level. He is able to differentiate fact from fiction and use structural analysis to decode words. He has difficulty using inferences. He is able to use correct spelling, grammar and punctuation but resists writing assignments. His math skills are at the beginning Essentials level. He can multiply and divide whole numbers and represent and use numbers in equivalent forms.

Max receives 90 minutes of resource help per day. He spends 60 minutes of academic services and 30 minutes in a social living class that focuses on social and behavioral skills.

At 17, Max is beginning to realize that when he turns 18 he will need to support himself. Currently, he is able to follow simple recipes, but prefers Kraft Macaroni and cheese. He does try to save money, and has a savings account that his mom established for him when he was young. He can do his own laundry but does not separate his clothes out by color.

Max is really interested in computer games. He is comfortable using public transportation but would like to own his own car. He is eager to get his license, and recently had his bus privileges revoked indefinitely after getting into a heated argument with an adult male passenger over "his" seat on the bus. He once had a job at McDonalds, but got into an argument with his supervisor the second day of work and was fired because he was rude to a customer. He hasn't looked for another job since and has a negative attitude. His absences from school have increased since he was fired.

He does however take great pride in taking care of his best friend Bucks, a lab retriever that his mom gave him when he was 12. He loves animals and doesn't even mind cleaning up after them.

He continues to struggle with impulsivity, and often does things without considering the consequences. Currently he is taking Ritalin for ADHD, but is inconsistent in taking them, and hasn't had a dosage adjustment in over a year.

He is easily annoyed, angry and upset, and will yell, swear, and throw things. He doesn't generally get physical with others. Music is something that calms him as well as having a place to retreat to.

When Max is depressed, he totally withdraws from any social interaction. He will be truant from school, or will refuse to do anything at school but sleep. He also has a tendency to self-medicate and will not shower or wash his hair for days at a time. The school has suggested that Max receive counseling, but his mom is very hesitant.

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

***IEP***

Student Name <b>Max</b>			Date of Meeting <b>February 6, 2002</b>	
Student Demographics				
DOB <b>September 9, 1984</b>	Age <b>17</b>	Grade <b>11</b>	Home Language <b>English</b>	LEP [ ] Y [ <b>X</b> ] N
School of Residence <b>Likealot School</b>	School of Attendance <b>Likealot School</b>		Language of Instruction <b>English</b>	Category of Eligibility <b>ED</b>
Parent/Guardian <b>Maureen</b>	Home Address <b>1000 LotsaBucks Court</b>		Home Phone <b>520-453-2101</b>	Work Phone <b>520-543-4069</b>

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Max	2/6/02
Parent/Guardian/Surrogate	Maureen	2/6/02
LEA Representative	Maxine	2/6/02
Special Education Teacher	Hilda	2/6/02
Regular Education Teacher	Theresa	2/6/02
Individual to interpret the results of the evaluation	Ronald	2/6/02
Agency Representative Behavioral Health Services	Martha	2/6/02
Interpreter _____ language		
Other Guidance Counselor	Gilma	2/6/02
Other Vocational Education Teacher	Veronica	2/6/02

**Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).**

Max enjoys spending time with his dog, Bucks. He also likes listening to music, playing games on the computer, and sleeping. Max is unsure about what he wants to do when he graduates. He wants to get away from town and move into the country with Bucks, but has no clear idea of where that destination is. He loves listening to country music and knows all of the top artists and songs. Because of his interest in animals, Max thinks it would be OK perhaps to volunteer working with animals. Max wants to obtain his driver's license so he does not have to have his mom drive him around to places.

**Present Levels of Educational Performance (PLEP)**

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Max is a 17-year-old junior living with his mother. He has difficulty with school and peer relationships. Recently he has been skipping class and wandering around down town by himself. The only thing he says that he enjoys is listening to country music and his dog. He will spend hours talking and playing with his "best friend," his Labrador retriever, Bucks. He says that Bucks is the only one that understands what he is going through, and that nobody else cares. He spends most of his time with Bucks, listening to music, playing games on the computer, or sleeping. Max thinks school is stupid and doesn't think it is important to finish high school. When asked about his grooming and bathing habits he became very angry and started yelling and swearing, but de-escalated after his mom started to cry.

Max has been receiving specialized instruction for an emotional disability since the 6<sup>th</sup> grade. He repeated first and 5th grade, and finally was placed into special education. Due to Max's prolonged history of emotional and behavioral difficulties, he has struggled with the academic component of school. Max has been in 18 different schools since 1st grade, getting kicked out of most of them according to his mother. Currently he functions at the Essentials level in reading. He can decode words and can differentiate fact from fiction, although struggles to properly make inferences. He is able to accurately spell and uses correct grammar and punctuation. He hates to write and is embarrassed by his handwriting. If asked to do a writing assignment he will purposefully misbehave in attempt to get kicked out of class so he won't have to do it. This has been an effective coping strategy for Max for most of his educational career. He said that this strategy doesn't work as well anymore and the teachers won't ever kick him out of class. He stated he likes this school better because he gets to do his writing assignments on the computer. His math skills are at the beginning Essentials level. He can easily multiply and divide whole numbers, and can also multiply whole numbers and use numbers in equivalent forms.

Max has had limited employment experiences. He obtained a job on his own in a fast food chain but was fired on his second day for arguing with a customer and his supervisor. Max enjoys animals more than people. Although not specific on a career goal, Max thinks it might be fun to work with animals. Max would benefit from taking interest inventories and a workplace skills training class to understand work ethic, code of conduct, attire, and interpersonal communication skills.

Currently, he receives 90 minutes of specialized instruction daily, 60 minutes of academic support and 30 minutes for social skills. Mom feels that Max is not getting what he needs and is frustrated with his behavior and the fact that he is getting in trouble in the community. She also reported that she has found several beer bottles in the garbage and discovered that her liquor bottles are missing or replaced with water. Max denies this and again started screaming and swearing at his mom. Max agreed that his anger and emotions get in the way of school, but doesn't really care. He also said that he has suicidal thoughts, and has tried to hurt himself often. This was the first mom had heard of this. The team agrees to increase Max's services to include immediate emotional and behavioral supports including daily counseling at school (30 minutes a day) and the support of the behavior specialist as well as increased time in the ED classroom.

**Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:**  
§300.347 (7)(b)(1)

Age: 16 School Year: '00-'01	Age: 17 School Year: '01-'02	Age: 18 School Year: '02-'03	Age: _____ School Year: _____	Age: _____ School Year: _____
Resource English	Resource English	Resource English		
Resource Math	Resource Math	Resource Math		
Earth Science	Social Living Skills	Music Appreciation		
Keyboarding	US History	American Government/Free Enterprise		
Social Skills	Peer Relations	Counseling/Supports		
Peer Relations	Home Economics/Health	Off campus work experience – animal husbandry		
Intro to Computers	Music Appreciation	Social Living Skills		

**Education Opportunities:**

Many of Max's classes will require him to become involved in activities outside of the classroom with appropriate program supports and supervision.

This will include independent activities, job/ /career investigation, and seeking out support and appropriate peer groups in the community. These

activities will need to be accomplished in order for Max to receive credit, however he will develop his own plan with his teachers and then have

appropriate assistance throughout the course. Max will take interest inventories to assist in determining career goals.

**GRADUATION PLAN: (optional)**

Total Number of credits required by this school for graduation: **21** Anticipated month and year of graduation: **June 2003**

Will this student graduate with fewer credits than required of other students? \_\_\_\_\_ Yes **X** No

Max will graduate with the same number of credits, but will be taking several classes that will more adequately prepare him for life after graduation. These are specifically designed to support students with behavior and emotional challenges while integrating the required academic and components for graduation.

**Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)**

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☒ Yes, Date: February 3, 2001

☐ Guardianship legally held by other \_\_\_\_\_

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Enroll in internship for vocational experience with animals *Social skills and independent living skills training	*Max, School  *Max, Center for Independent Living	*School  *Center for Independent Living
Community Experiences:	*Investigate volunteer opportunities to work with animals *Attend "Open Mic Night" *Participate in Boys and Girls Club recreation activities	*Max, Volunteer Center  *Max, Max's mom *Max, Max's mom	*There is no expense  *There is no expense *There is no expense
Employment:	*Conduct informational interviews with employers for animals *Explore possible summer employment through the summer youth program *Practice completing job applications and interviewing skills *Meet with Vocational Rehabilitation to determine eligibility	*Max, School  *Max, Job Services Counselor  *Max, School  *Max, Vocational Rehabilitation	*School  *Arizona One Stop Career Center, Summer Youth Work Program *School  *Vocational Rehabilitation
Related Services:	*Attend weekly counseling sessions with psychiatrist *Identify and visit community mental health agencies	*Max, Human Services Specialist *Max, Max's mom	*Behavioral Health Services  *There is no expense for this
Post-secondary training and Adult Living:	*Collect information regarding post-secondary training in field of veterinary *Obtain a driver's license	*Max, School Guidance Counselor  *Max, Max's mom	*School  *Max's mom
Daily Living (if appropriate):	*Meet with employers to discuss importance of personal grooming and hygiene in the workplace *Prepare an initial housing budget	*Max, School  *Max, Max's mom	*School  *Max's mom
Functional Vocational Evaluation (if appropriate):	*Provide opportunities for job sampling in the community *Refer to appropriate personnel for comprehensive vocational evaluation	*Max, School  *Max, School	*School  *School

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**Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)**

School Year	Services Needed	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Counseling	Behavioral Health Services	Max and Max's mom, March '02	Immediate and ongoing	Mental health counseling
'01-'02	Summer employment	Arizona One Stop Center, Job Services Counselor	Max, Vocational Education Director, April '02	June '02 – August '02, with the possibility of continuing through school year '02-'03	Obtain work experience in area of interest
'01-'02	Socialization skills training	Center for Independent Living	Max, Behavioral Health Services, April '02	Summer '02	Skill acquisition to increase knowledge of community and improve social skills
'01-'02	Volunteer experience	Volunteer Center	Max, Guidance Counselor, May '02	June '02- June '03	Volunteer experience with animals
'02-'03	Eligibility Determination	Vocational Rehabilitation	Max, Max's mom, September '02	Upon determination of eligibility	Assistance with vocational training, job development and placement

**If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.**

Vocational Rehabilitation invited to attend but said they could not attend due to a staffing conflict. Max will contact VR in the fall to set up an appointment. School provided Max and Max's mom with the telephone number and counselor's name.